

# Year 5 Reading Curriculum Objectives

## Reading – Year 5

### Word Reading

**Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**

Read most unfamiliar words with increasing automaticity.

**Identify roots words in reading and apply their understanding of how prefixes and suffixes affect meaning, including:**

prefixes: dis, de, mis, over and re, such as:

dis- disown;

de- demist

mis- misbehave;

over- overcook;

re- recycle;

suffixes, ate, ise, ify, able, ible, such as:

-ate donor / donate;

-ise critic / criticise;

-ify notice / notify;

-able change / changeable;

-ible sense / sensible.

Crosscheck deduced meaning of words with context.

Verb prefixes (e.g., dis-, de-, mis-, over- and re-). (VG&P, Year 5)

# Year 5 Reading Curriculum Objectives

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### Comprehension

**Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**

**Read an increasingly extensive range of authors and genres, including:**

narrative, e.g.:

short stories;

stories with flashbacks;

parodies;

science fiction;

author studies;

biographies and autobiographies;

discussion / argument (journalistic writing, persuasion);

instruction;

recounts (formal and informal);

persuasive texts;

play scripts / interviews;

poetry.

Self-select texts to demonstrate an increasing motivation both to find out information and extend their personal reading repertoire.

Discuss personal points of view and justify opinions.

Make book recommendations giving reasons for choices.

Discuss and begin to compare genre, themes, settings, events, characters and other aspects of what they read.

Discuss knowledgeably different structures of non-fiction textbooks.

Discuss and compare facts, related to ongoing learning in the classroom, in non-fiction and reference texts.

Recall and discuss texts drawing from an increasing range of books read.

Initiate conversation (verbal or written) about new or interesting books they have discovered for themselves.

Use more sophisticated story language, e.g., increasingly precise vocabulary choices.

Compare and discuss themes, settings (time and place), characters and plots linking directly to texts.

**Reading books that are structured in different ways and reading for a range of purposes.**

**Identify and comment on the structure and organisation of a range of texts, e.g.:**

in reports, how expert opinion may be included to influence the reader;

in parodies, how writers exaggerate the style, tone or other characteristics of the original work, making it appear ridiculous;

in narratives, how flashback paragraphs can reveal insight into a characters' motives.

**Identify the purpose and audience of a range of text types, e.g.:**

fiction;

non-fiction;

plays;

poetry;

# Year 5 Reading Curriculum Objectives

reference or textbooks.

## **Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.**

**Over a period of time experience and become familiar with a wide range of book, including:**

myths, legends and traditional stories;

modern fiction;

fiction from our literary heritage;

books from other cultures and traditions.

Tell and re-tell stories from a wide range of reading.

## **Recommending books that they have read to their peers, giving reasons for their choices.**

**Recommend books both orally, visually and in written forms through a range of formats, e.g.,**

podcasts;

PowerPoint presentations;

DVD clips;

postcards;

book reviews;

drama opportunities;

school events, such as, book awards.

## **Identifying and discussing themes and conventions in and across a wide range of writing.**

**Identify and discuss themes, including:**

heroism;

friendship and betrayal;

loss;

revenge;

bullying.

Consolidate learning regarding the conventions of different types of writing e.g., the use of the first person in writing diaries and autobiographies.

Continue to extend learning across a wider range of genres and text types.

## **Making comparisons within and across books.**

**Make comparisons within and across books that demonstrate understanding of, e.g.:**

setting;

character;

plot;

voice.

## **Learning a wider range of poetry by heart.**

Know a wide range of poetry by heart.

## **Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.**

Show an understanding of poems and play scripts by:

using appropriate intonation, tone, volume or actions when performing;

# Year 5 Reading Curriculum Objectives

identifying appropriate intonation, tone, volume or actions in other's performance and offering constructive comments.

Show an understanding of poems and play scripts by using appropriate intonation, tone, volume or actions when performing.

Perform poems and plays with confidence to a range of audiences.

Prepare and perform poems with confidence to a range of audiences.

## Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Ask questions of themselves about their understanding of the text.

Discuss understanding with peers or adults to clarify meaning.

Use prior knowledge, what they have read so far and questioning to check meaning.

## Asking questions to improve their understanding.

Ask questions to clarify meaning of words, phrases, character's intent, events, plot, setting, and text structure.

Generate questions about the text, e.g., 'What questions would you like to ask the characters?' (Might be done through drama and role play, such as hot seating, freeze framing, thought taping, ask the expert, conscience alley)

## Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Using textual references, demonstrate an understanding of inference.

Infer writers' perspectives from what is written and from what is implied.

Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.

## Predicting what might happen from details stated and implied.

Make regular predictions about characters, events and actions as they read across a text drawing on knowledge of the world and previous reading, justifying reasons with reference to the text

Make and justify predictions from what is implied, e.g., I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text: "With a smile which didn't reach her eyes, Sonia hissed, "See you soon, Tommy . . ."

Demonstrate a deepening understanding of inference by explaining the effect of precise vocabulary choices, e.g., 'Hissing makes me think of a snake. Snakes are dangerous, you can't tell what they are thinking and they hiss before they strike'.

## Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Skim and scan to identify key words and phrases, incorporating techniques, e.g.,

highlighting;

annotating;

bullet points.

Identify and use key events or details when summarising, orally rehearsing to check appropriate coverage and clarity.

Discuss, identify and summarise main ideas about how characters feelings, behaviour and relationships change across a text.

Use a range of formats to record summaries, e.g., Tweets, synopses and postcards.

## Identifying how language, structure and presentation contribute to meaning.

Compare different types of narratives and information texts and identify how they are structured.

Identify how the differences between the language used in fiction and non-fiction, formal and informal writing contributes to meaning, drawing upon a developing understanding of purpose and audience.

Identify how structure and presentation contributes to meaning by exploring and learning the conventions of different text types, e.g.:

greetings in letters;

a diary written in the first person;

bracketed stage directions in play scripts;

autobiographies written in the first person;

the frequent use of the passive voice to avoid personalisation in non-chronological reports.

Identify and understand how some presentational devices contribute to meaning, e.g.:

# Year 5 Reading Curriculum Objectives

shorter and longer paragraphs in narratives;

numbering and labelled diagrams / illustrations in instructions;

headings, sub-headings, tables, charts, and maps in reports.

## Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Identify precise language choices made by authors for specific effects.

### Identify examples of figurative language considering the impact on the reader, e.g.:

simile;

metaphor;

personification;

onomatopoeia;

hyperbole;

analogy.

Discuss and evaluate how authors use language for comic and dramatic effects.

Use evidence from the text to demonstrate the impact of language on the reader across a range of texts, e.g.:

persuasive language techniques used in adverts, posters or through authorial voice;

persuading the reader to consider a character in a certain light.

Recognise rhetorical devices used to argue, persuade, mislead and sway the reader.

## Distinguish between statements of fact and opinion.

Distinguish between statements of fact and opinion.

## Retrieve, record and present information from non-fiction.

Skim and scan a text to efficiently and quickly locate required information.

Use the presentational features of non-fiction text types to efficiently retrieve, record and present information, e.g.:

sub-headings;

tables and charts;

maps, diagrams and labels.

## Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Express ideas and viewpoints across a range of genres, justifying their ideas to support their viewpoint, e.g., interpreting words, phrases, themes, et

Ask and respond to questions using evidence from the text, contributing confidently in group and whole class sessions.

Listen attentively to the evidence provided by others.

Challenge, with their own evidence, the views of others, using appropriate language structures, e.g., 'I agree with you that . . . but have you considered . . . ?'

Extend the contribution of others by the use of phrases, e.g., 'Could you expand on that . . . ?' 'Could you explain your thinking further . . . ?'

## Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Summarise plot, key information, events, and characters, etc., using evidence from the text.

Make notes on and use evidence from a text to explain events or ideas.

Collect and discuss information about what has been read, e.g., about a character, theme or other aspect.

Present and explain their findings to peers, asking and answering relevant questions with evidence from the text.

Prepare a formal presentation, supported by notes.

## Year 5 Reading Curriculum Objectives

Plan and present a formal debate in groups.

Explain their findings to peers, asking and answering relevant questions with evidence from the text.

### **Provide reasoned justifications for their views.**

Routinely use evidence from the text when expressing a personal viewpoint, e.g., 'I believe this because on page . . . it says that . . . '

Demonstrate an understanding of underlying themes, causes and points of view.